

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS


Evaluating School Psychologists Using the North Carolina Education Evaluation System (NCEES)

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

NOVEMBER 3-5, 2014




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Learning Objectives

**Understand the
Evaluation
Process for School
Psychologists**

**Review Completed
Documents**


**Review the Online
NCEES System**



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School Psychologist Evaluation Process – Intended Purpose

- Assess school psychologists performance in relation to Standards
- To design a plan for professional growth
- Basis for improvement of professional practice
- Guide professional development
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate school psychologists.

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The school psychology standards will:


- Guide the development of the skills and knowledge germane to the school psychology profession in the twenty-first century
- Provide the focus for schools and districts as they employ, support, monitor, and evaluate their school psychologists, and
- Assist high education programs in aligning the content and requirements of school psychology education curricula with expectations for practice

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A Comprehensive School Psychology Program

School Psychologists will understand and demonstrate competency in the following areas:


- Home/School/Community Collaboration
- Prevention, Early Intervention, and Crisis Management
- School Systems Organizational Change, Policy Development, and Climate
- Consultation and Collaboration
- Student Diversity in Development and Learning
- Systems-Based Service Delivery
- Enhancement of Student Cognitive and Academic Skills
- Enhancement of Student Wellness, Social Skills, and Life Competencies

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A Comprehensive School Psychology Program


School Psychologists will understand and demonstrate competency in the following areas (cont.):

- Promoting Safe and Effective Learning Environments
- Group and Individual Counseling Techniques
- Data-Based Decision Making, Accountability, and Problem-Solving
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice
- Information Technology

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North Carolina Educator Evaluation System

- Purpose is to support and promote effective leadership, quality teaching, and student learning.
- Design is a growth model to improve instruction and enhance professional practice
- Evaluation instruments are based on the Framework for 21st Century Learning and the Standards

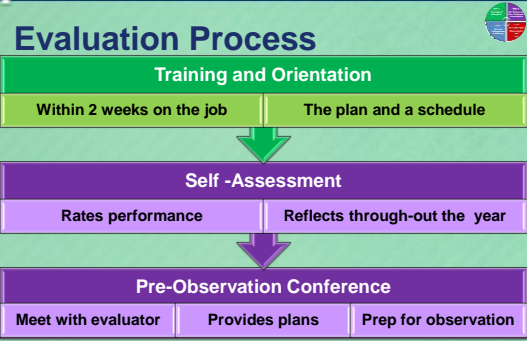
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North Carolina Educator Evaluation System

- Flexible enough for varying levels of experience and in various school settings
- Rubrics are formative in nature based on a rating scale from "developing" through "distinguished," while still appropriate for use as a summative tool
- Multiple data sources, artifacts, and evidence will be used in assessing performance
- Provides the basis for performance goals and professional development activities

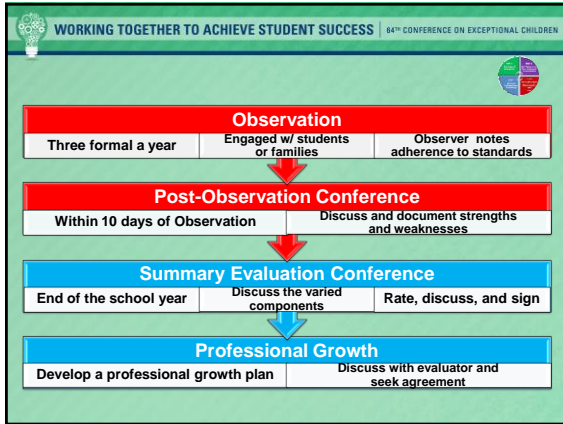
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Evaluation Process



```

graph TD
    A[Training and Orientation] --> B[Self -Assessment]
    B --> C[Pre-Observation Conference]
    A --- A1[Within 2 weeks on the job]
    A --- A2[The plan and a schedule]
    B --- B1[Rates performance]
    B --- B2[Reflects through-out the year]
    C --- C1[Meet with evaluator]
    C --- C2[Provides plans]
    C --- C3[Prep for observation]
  
```



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Comparison of Probationary and Career Support Staff Member Evaluation Requirements

	Probationary	Career
Pre-Observation Conference	One (1) conducted prior to first formal observation	
Formal Observation(s)	3	1
Formal Post-Observation Conference	3	1
Informal Observations		2
Summative Evaluation	1	1
Other Requirements	Multiple administrators confer regarding observation results and representation on the final/summative evaluation.	
Options	Administrators may choose to conduct additional observations. Likewise, the employee may request additional observations.	

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Review the Rating Scale



Distinguished



Accomplished



Proficient



Developing

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Rubric Rating Levels				
Standard				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element				
Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
Did not demonstrate competence on, or adequate growth toward, achieving standard(s) of performance.	Demonstrated adequate growth but did not demonstrate competence on standard(s) of performance.	Demonstrated basic competence on standard(s) for performance.	Exceeded basic competence on standard(s) of performance most of the time.	Consistently and significantly exceeded basic competence on standard(s) of performance.


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The Standards: <i>School Psychologists</i>	
Standard 1	Demonstrate Leadership.
Standard 2	Promote a respectful environment for diverse populations.
Standard 3	Use their knowledge to improve student achievement.
Standard 4	Support student learning through the use of systematic problem-solving.
Standard 5	Actively reflect on their practice.

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Standard One


School Psychologists Demonstrate Leadership

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Standard 1: School psychologists demonstrate leadership.

Elements:


- Demonstrate leadership in the schools.
- Enhance the school psychology profession.
- Advocate for students, families, schools, and communities.
- Demonstrate high ethical standards.

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Standard 1: School psychologists demonstrate leadership.

Descriptors (artifact examples):

- Participates in developing and implementing the school improvement plan (SIP)
- Advocates for the roles of school psychologists (Personal webpages, Flyers, etc.)
- Creates linkages between schools, families, and community providers (monthly logs)
- Stay current in legal, ethical, and professional standards (PD receipts, workshop agenda, webinar)

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Activity:

In what ways can a school psychologist demonstrate leadership in the school, the school district, and their profession?

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Standard Two

School Psychologists promote a respectful environment for diverse populations

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Standard 2: School Psychologists promote a respectful environment for diverse populations.

Elements:

- Promote an environment in which each student has positive nurturing relationships with caring adults.
- Use a global perspective to embrace diversity in the school, home, and community.
- Support high expectations for all students.
- Provide services that benefit students with unique needs.
- Work collaboratively with students and families.

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Standard 2: School Psychologists promote a respectful environment for diverse populations.

Descriptors (artifact examples):

- Facilitates communication and collaboration among school personnel, families, and others (IEP meeting)
- Modifies or adapts practices to meet diverse student needs (Report)
- Assist students in developing social, affective, and adaptive skills (direct services log or report recs.)
- Coordinates services when programming for children involving multiple agencies (Monthly Log)
- Develop evidence-based interventions for students whose behavioral, affective, or social needs have an impact on their learning (BIP)

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Activity:

In what ways can a school psychologist promote a respectful environment for diverse populations?

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Standard Three


School Psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement

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Standard 3: School Psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.

Elements:


- a. Deliver comprehensive services unique to their specialty area.
- b. Recognize the relationship between the school environment, curriculum and instruction, and the impact on the student learner.
- c. Facilitate student acquisition of twenty-first century skills.
- d. Develop comprehensive school psychological services that are relevant to all students.

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Standard 3: School Psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.


Descriptors (artifact example):

- Identifies students in need of instructional or behavioral support (compiled data)
- Participates in school crisis teams as appropriate (team agenda/roster)
- Conducts assessments to determine the learning needs of students (evaluation report)
- Incorporates 21st Century skills and content into delivery of services (report recs)
- Provides comprehensive psychological services based on best practices and student needs (Monthly log)

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Activity:

In what ways can a school psychologist become involved with C&I to improve student outcomes?

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Standard Four

School Psychologists support student learning through the use of a systematic problem-solving approach




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Standard 4: School Psychologists support student learning through the use of a systematic problem-solving approach.

Elements:

- Use a variety of strength-based methods.
- Help students develop critical thinking and problem solving skills.
- Support students as they develop leadership qualities.
- Possess effective communication skills.




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Standard 4: School Psychologists support student learning through the use of a systematic problem-solving approach.

Descriptors (artifact examples)

- Engages students in the development of individual learning goals (session notes)
- Provides counseling and/or other direct services (Data, session notes)
- Helps students take advantage of opportunities to develop leadership skills (report recs.)
- Writes effective and practical assessment reports (report)



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Activity:

In what ways can a school psychologist support student learning through the use of a systematic problem-solving approach?

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Standard Five

School Psychologists actively reflect on their practice

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Standard 5: School Psychologists reflect on their practice.

Elements:


- Analyze the impact of the school psychological services on student learning.
- Link professional growth to their professional goals.
- Function effectively in a complex, dynamic environment.

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Standard 5: School Psychologists reflect on their practice.


Descriptors (artifact example):

- Uses knowledge of research and program evaluation to impact practice and student learning (article-log)
- Expands expertise in a specialized area (agenda, PDP)
- Use results of monitoring activities to guide additional refinements of professional practice (needs assessment)

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Activity:


In what ways can a school psychologist reflect on their practice?

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Artifact – A product resulting from a school psychologist's work (a natural by-product, not a newly created document)


Possible Artifacts:

■ School Improvement Plan	■ Professional Development
■ School Improvement Team	■ Behavior Plans/Data
■ Student Achievement Data	■ NCSP (Nationally Certified School Psychologist)
■ Staff Development Presentations	■ Professional Learning Communities (PLC)
■ Materials used in working with students	■ Student Graduation Data
■ Program evaluation reports	■ Formal and Informal Mentoring
	■ Evaluations and Recommendations

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School Psychologist Responsibilities

- Know and understand the NC Professional School Psychology Standards.
- Understand the NC School Psychology Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.

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School Psychologist Responsibilities

- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

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Evaluator Responsibilities

- Know and understand the NC Professional School Psychology Standards.
- Supervise the School Psychologist Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the school psychologist's strengths and areas for improvement and make recommendations for improving performance.

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Evaluator Responsibilities

- Develop and supervise implementation of action plans as appropriate
- Ensure that the contents of the School Psychologists Summary Report contains accurate information and accurate reflects the school psychologist's performance




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Activity


- Small group (4-5 participants) assigned a standard to look over
- Each person in your group should read the same standard
- You will have time to:
 - Discuss the highlights of the standard
 - Discuss ways to meet expectations of the elements
 - Add any artifacts based on differentiated job responsibilities
 - Pick a spokesperson to share highlights with larger group



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ONLINE EVALUATION TOOL



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Webinar Outcomes

Review the Home Screen

Complete the Training / Orientation

Complete the Self-Assessment

Complete the Professional Development Plan Initial Review

Demo Site and System Updates

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Webinar Outcomes

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Educator Evaluation

Public Schools of North Carolina | State Board of Education | Department of Public

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NC EDUCATOR EFFECTIVENESS SYSTEM

My Evaluation Guides

Teacher Process

- User Interface Quick Reference Guide
- Professional Development Plan - Teacher User Guide
- Probationary Teacher's Guide
- How to Start Your Plan - Captivate
- Training & Orientation - Captivate
- Completing an Observation - Captivate
- How to Complete a Self Assessment - Captivate
- Signature Step - Captivate

Principal/AP Process

- Leader Plan - Evaluatee Perspective
- Artifacts and Notes - Captivate

Staff Evaluations Guides

Teacher Process

- Accessing and Memorizing School-Level Reports - Principals
- User Interface Quick Reference Guide
- Professional Development Plan - Evaluator User Guide
- Probationary Teacher Plan Guide (Document)
- Career Abbreviated Teacher View (Document)
- Adding Staff - Captivate
- Completing an Observation - Captivate

- My Evaluation Guides
- Staff Evaluation Guides
- Trainer Guides
- System Admin Guides
- Home Base System
- Analysis of Student Work

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Webinar Outcomes

Review the Home Screen

Complete the Training / Orientation

Complete the Self-Assessment

Complete the Professional Development Plan Initial Review

Demo Site and System Updates

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Training / Orientation

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Additional Channels

>> Locking Icon

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Training / Orientation

Training / Orientation

Training / Orientation

Last Status Update - 06/04/2014 @ 4:32 PM

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Webinar Outcomes

Review the Home Screen

Complete the Training / Orientation

Complete the Self-Assessment

Complete the Professional Development Plan Initial Review

Demo Site and System Updates

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Complete Self-Assessment

HOME BASE NC EDUCATOR EFFECTIVENESS SYSTEM

My Evaluation

Current Evaluation

Archived Evaluations

Probationary Teacher Evaluation 2014-2015

Teacher: TrainingDistrict9-AMSchool11, Teacher1 Date Created: 06/04/2014 @ 05:27 PM

Professional Development Plan 2014-2015

Start Plan

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Self-Assessment

Manage Plan

Professional Development Plan 2014-2015

Self-Assessment

for Teacher1 TrainingDistrict9-AMSchool11

Name	By	Created Date	Status	Shared
Teacher1	TrainingDistrict9	08/04/2014	In Progress	Yes

Element 1a, Teacher demonstrates postsecondary education goals that meet the education needs of the school.

Download PDF

Print Options

Orientation: Portrait

Print

Feedback

- Continue
- Delete
- UnShare
- Finalize
- Manage Files

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Webinar Outcomes

Review the Home Screen

Complete the Training / Orientation

Complete the Self-Assessment

Complete the Professional Development Plan Initial Review

Demo Site and System Updates

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Professional Development Plan Initial Review

HOME BASE NC EDUCATOR EFFECTIVENESS SYSTEM

Home My Evaluation Staff Evaluations Help Guides Professional Development Analysis of Student Work Staff A300 Participation

Current Evaluation Archived Evaluations

Probationary Teacher Evaluation 2014-2015

Teacher: TrainingDistrict9-AMSchool11, Teacher1 Date Created: 08/04/2014 @ 03:27 PM

Professional Development Plan 2014-2015

Teacher: TrainingDistrict9-AMSchool11, Teacher1 Date Created: 08/04/2014 @ 04:38 PM

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Evaluator Signature Initial Review

PDP Initial Review

PDF Details

Last Data Update: 10/10/2014 @ 1:13 PM

Teacher enters PDP information.

PDF Evaluator Signature

Evaluator reviews teacher submission and makes any needed changes. Evaluator signs.

PDF Mentor Signature

Mentor signs.

PDF Teacher Signature

Teacher signs.

Initial Review Loading Activity

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Evaluator Signature Initial Review

Professional Development Plan

Academic Year: 2014-2015

Professional Development Plan Type:

Name: 02000-Train, Teacher

Position / Subject Area (Teacher): 4th Grade

Year: 02000-Grade Year 1

Instructional Certification Year: 02000-Grade Year 1

Classification: Probationary

Other Evaluation Type: Probationary

Role: Teacher-Classroom

School: Alexander County Schools-Train-02000-Train

Mentor Name: Sarah Blue

Position / Subject Area (Mentor): 4th Grade

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Evaluator Signature Initial Review Optional

Teacher's Strategies (Required)

Goal:

Activities / Actions

Expected Outcomes/Evidence of Completion

Resources Needed

Timeline

Add one goal

What are you expected to complete this goal?

What resources do you need to complete this goal?

List your timeline. Example: August 2014-December 2014

Evaluator's Comments

None found

Sign Off Status

No Signatures

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Evaluator Signature Initial Review Optional

Evaluator's Comments

Comments:

Principal will provide comments pertaining to the goals provided by the teacher. The principal may also provide comments as to why a goal was changed or deleted and what additional goal the principal added.

The principal may also attach one or more files.

Attachment: [Attach a File](#)

Save Cancel

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Evaluator Signature Initial Review Required

Sign Off Status

No Signatures

Acknowledge

Sign Off Status

Sign Off Status	Name	Sign Off Date
Acknowledged	DeLen Payne	2014-08-08 @ 12:43:23

Acknowledge

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Evaluator Signature Initial Review

Professional Development Plan 2014-2015

Back Mark Complete PDP Evaluator Print Forms

PDP Initial Review

PDP Details
Last Status Update: 08/08/2014 @ 13:21 AM

Teacher enters PDP information.

PDP Evaluator Signature
Last Status Update: 08/08/2014 @ 12:44 PM

Evaluator reviews teacher submission and makes any needed changes. Evaluator signs.

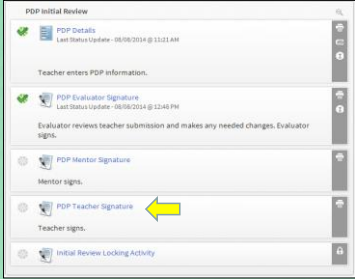
PDP Mentor Signature
Mentor signs.

PDP Teacher Signature
Teacher signs.

Initial Review Locking Activity

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Signature Initial Review



PDP Initial Review

PDP Details
Last Status Update: 08/08/2014 @ 11:21 AM

Teacher enters PDP information.

PDP Evaluator Signature
Last Status Update: 08/08/2014 @ 12:48 PM
Evaluator reviews teacher submission and makes any needed changes. Evaluator signs.

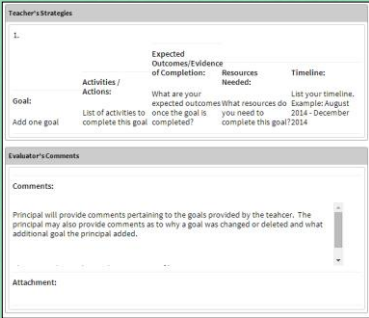
PDP Mentor Signature
Mentor signs.

PDP Teacher Signature
Teacher signs.

Initial Review Locking Activity

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Signature Initial Review



Teacher's Strategies

Goal:	Activities / Actions:	Expected Outcomes/Evidence of Completion:	Resources Needed:	Timeline:
Add one goal	List of activities to complete this goal	What are your expected outcomes once the goal is completed?	What resources do you need to complete this goal?	List your timeline. Example: August 2014 - December 2014

Evaluator's Comments

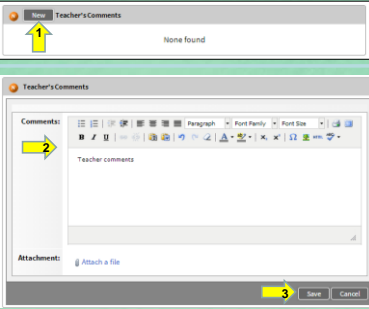
Comments:

Principal will provide comments pertaining to the goals provided by the teacher. The principal may also provide comments as to why a goal was changed or deleted and what additional goal the principal added.

Attachment:

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Signature Initial Review - Optional



Teacher's Comments

New

None found

Teacher's Comments

Comments:

Teacher comments

Attachment: [Attach a file](#)

Save Cancel

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Signature Initial Review

Teacher's Comments

[Edit](#) [Delete](#)

Comments:

Teacher comments

Attachment:

Sign Off Status

No Signatures

[Acknowledge](#)

Sign Off Status

Sign Off Status	Name	Sign Off Date
Acknowledged	DeLee Payne	2014-09-05 @ 13:18:20

[Acknowledge](#)

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Signature Initial Review

Professional Development Plan 2014-2015

[Back](#) [Mark Complete](#) [PDP Teacher Signature](#)

[Professional](#) [Print Forms](#)

PDP Initial Review

PDP Details
Last Status Update - 08/08/2014 @ 11:21 AM

Teacher enters PDP information.

PDP Evaluator Signature
Last Status Update - 08/08/2014 @ 12:48 PM

Evaluator reviews teacher submission and makes any needed changes. Evaluator signs.

PDP Mentor Signature
Mentor signs.

PDP Teacher Signature
Last Status Update - 08/08/2014 @ 1:22 PM

Teacher signs.

Initial Review Locking Activity

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Initial Review Locking Activity - Evaluator

Professional Development Plan 2014-2015

[Back](#) [Locking Instructions](#)

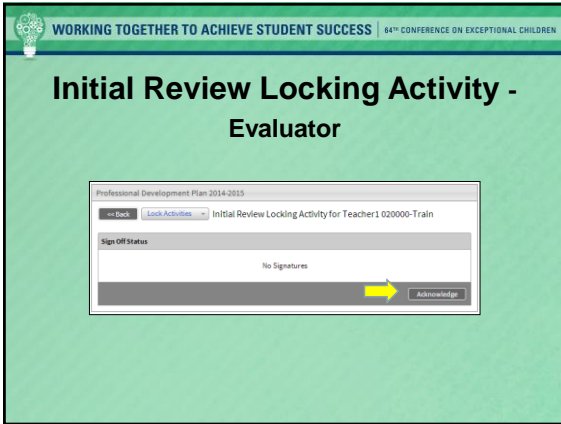
Locking Instructions

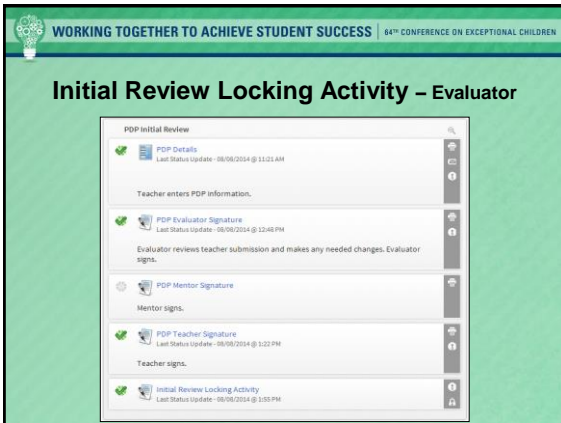
Instructions:

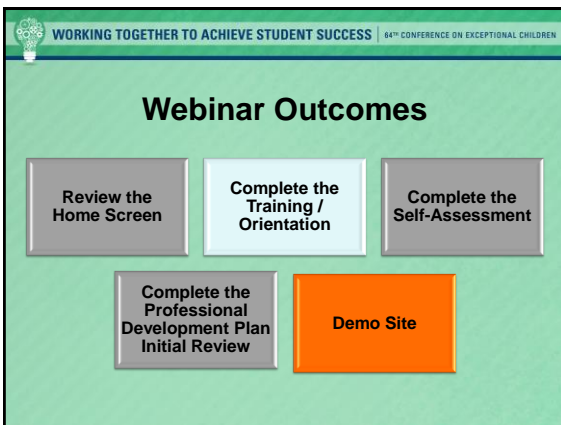
Activities within each review cycle container can be edited and re-edited in any order, until the evaluator determines that all necessary information has been entered for the review cycle. The evaluator can then lock the review cycle container, closing the review cycle from future editing.

All activities except for the PDP Mentor Signature must be marked complete in a review cycle container before the container can be locked. The Mid-Year Review activities cannot start until the Initial Review container is locked. The End-of-Year Review activities cannot start until the Mid-Year Review container is locked.

[Initial Review Locking Activity](#)



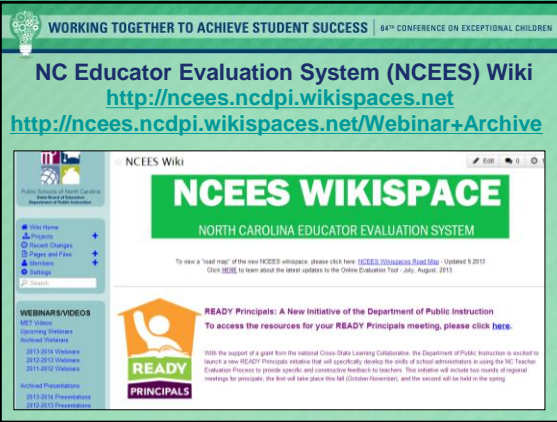




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NC Educator Evaluation System (NCEES) Wiki

<http://ncees.ncdpi.wikispaces.net>
<http://ncees.ncdpi.wikispaces.net/Webinar+Archive>



NCEES WIKISPACE
NORTH CAROLINA EDUCATOR EVALUATION SYSTEM

To view a "road map" of the new NCEES wikispace, please click here: [NCEES Wikispace Road Map](#) - Updated 9/2/13
 Click [HERE](#) to learn about the latest updates to the Online Evaluation Tool - July, August, 2013.

READY Principals: A New Initiative of the Department of Public Instruction
 To access the resources for your **READY Principals** meeting, please click [here](#).

WEBINARS/VIDEOS
 NET Video
 Learning Partners
 Archived Presentations
 2013-2014 Webinars
 2012-2013 Webinars
 2011-2012 Webinars
 Archived Presentations
 2013-2014 Presentations
 2012-2013 Presentations

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Questions

